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Abstract

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INSTRUCTIONAL OBJECTIVES FOR A JUNIOR COLLEGE COURSE IN PHILOSOPHY (FIRST SEMESTER)

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JC 690 421

PHILOSOPHY OBJECTIVES: SET # 1

A. Introduction.

Goals: The s. will appreciate the importance and desire to philosophize and gain an understanding of the methods of philosophy.

Objectives:

1.) Task: The s. will write a brief essay stating why he thinks: "Everyone ought to have a sound philosophy of life."

Cond: out of class

Cri: 100%

2.) Task: The s. will be supplied with formal arguments

in class. He will discuss whether the conclusion is "true" or "false."

Cond: in-class discussion

Criteria 100% will participate

B.) The approach to knowlege.

Goals: The s. will appreciate the importance of a theory of knowledge, with emphasis on evidence. He will understand different theories such as empiricism and rationalism.

Task: The student will write a brief description of empiricism and of rationalism.

Cond: out of class

Cri: 100%

Task: Given a list of 10 statements, he will note whether it is indicative of empiricism or rationalism.

Cond: in-class, open book.

Cri: 80%

C.) Perception.

Goals: The student will understand the philosophical problem of perception and know theories such as phenomenalism.

Task: The student will write a brief essay contrasting common sense realism with phenomenalism.

Cond: out of class

Cri: 100%

D.) Conceptual knowledge

Goals: The s. will recognize the difficulty posed by concepts. He will know some arguments of Hume and Kant

on this issue. He will appreciate the problem of understanding whatever it was that Kant talks about.

Task: The student will write a brief essay stating the positions of Hume and Kant on the problem of concepts.

Cond: out of class.

Cri: 100%

E. Metaphysics.

Goals: The s. will understand the relationship between metaphysics and natural science. He will appreciate Aristotle's writings on this issue.

Task: The s.'s will discuss the relationship between Aristotle's investigation of Being (Book Zeta) to physical science.

Cond: in class.

Cri: 100% will participate.

F.) Idealism.

Goals: The student will understand the theory of ideas of Plato and Berkeley.

Task: The student will write a brief essay describing Plato's Theory of Forms.

Cond: out of class

Cri: 100%

G. Truth.

Goals: The student will understand the reasons why "truth" poses such a difficult problem for philosphy. He will understand why theories have been formulated to grapple

with this problem.

Task: The s. will write a brief essay on the topic: "What is truth?"

Cond: out of class

Cri: 100%

H. Certainty.

Goals: The student will understand the problem of certainty and its relationship to the problem of induction. He will be aware of Hume's view on this issue.

Task: The s.'s will discuss the problem of certainty and induction with respect to the topic: "What can I be <u>certain</u> of?"

Cond: in class

Cri: 100% will participate

Task: The student will state Hume's argument against certainty ("It is conceivable otherwise")

Cond: out of class

Cri: 80%

I.) Theism.

Goals: The problem will be phrased in terms of "Arguments for God's Existence." The students will recognize the problems created by such arguments and possible solutions.

Task: The s. will state the following arguments: Cosmological, Ontological, and Teleological.

Cond: in class, closed book.

Cri: 70%

Task: The s. will write a brief essay on the problem of Evil.

Cond: out of class

Cri: 100%

J. Materialism

Goal: The student will understand this type of philosophy.

Task: Given a list of statements he will note whether the statement is indicative of Dialectical Materialism or of Mechanism.

Cond: in-class, open book

Cri: 70%

K.) Naturalism

Goal: The s. will understand naturalism's criticisms of materialisms.

Task: The student will write a brief essay describing Dewey's criticisms of materialism and indicating the major points of his naturalism.

Cond: out of class

Cri: 100%

L.) Logic and Formal Science.

Goals: The s. will understand the basic forms of the syllogism. He will appreciate the value of Symbolic Logic. He will recognize the problems of Formal Science in terms of concept formation and theory building, with respect to the problem of certainty(can science be wrong).

Task: The s. will write a brief essay on the question: "Is our American Language logical?"

Cond: out of class

Cri: 100%

M.) Language.

Goals: The student will recognize the problem of meaning. He will observe that the problem of meaning cannot be solved by grammar, alone.

Task: The s. will write a brief essay explaining the problem of ambiguity and vagueness. He will give an example of an ambiguous expression and a vague expression and explain why ~~the are~~ it is amiguous/(resp.) vague.

Cond: out of class

Cri: 100%

Task: The students were asked to write on the question "Is our American Language Logical?" They will now, in the light of the section on Logic, and on Language, discuss their answers, with the possibility of revising their viewpoints.

Cond: in class

Cri: 100% will participate.

PHILOSOPHY OBJECTIVES: SET # 2

General Course Goals

A. Knowledge

1. The student, as he becomes familiar with the thought content and method of outstanding philosophers, will broaden his own view of himself and the world around him.

2. The student will gain knowledge of the philosophical process.

3. The student will be able to use the critical, philosophical approach.

4. The student will be able to relate past philosophical findings to present and personal problems.

5. The student will become familiar with current philosophical trends of thought.

B. Skills

1. The student will be critical in his inquiry of traditional philosophy.

2. Once the student learns metaphysical (abstract) principles he will be able to make concrete application of this knowledge to his personal life.

3. A learned decision making process, it is hoped, will enrich the student's personality, character and general culture.

4. The student will learn how to logically organize ideas.

5. The student will acquire ability in logical and orderly discussion.

6. The student will learn how to evaluate a philosophical treatise.

C. Attitudes

1. The student will develop a spirit of inquiry.

2. The student will gain respect for differences of opinion and interpretation.

Long Range Goals and Objectives

Goal: The student will be properly stimulated to continue his philosophical inquiry.

Objective 1: The student will read one book which will deal in detail about a particular point which was of personal interest to him. After six months following this semester 55% of the students will respond by post-card saying they have achieved this objective.

Objective 2: The student will attend a theatre where he will view a play or a film concerned with Existentialism or Materialism. He will be critical of the ideas portrayed. Within one year of this course he will respond (20%) by post-card.

Goal: The student will gain an understanding of the definition of Philosophy and its importance in his life. He will be able to discuss and criticize the works of Plato, W. James and C. C. Broad.

Objectives

On the unit test I the student will be able to answer with 60% accuracy 60 true and false questions and 40 multiple choice questions within 55 minutes. The different sectors of the test will examine the student on how well he can:

1. Identify the ideas contained in the writing of Plato, James and Broad.
2. Define the meaning of philosophy.
3. Apply the Socratic method.
4. Differentiate between science and philosophy.
5. Give the definition of the branches of philosophy -- Epistemology, Axiology, Ethics, Logic.
6. Identify Socrates' enemies and the charges brought against him.
7. Delineate James' description of the historical growth of philosophy.
8. Give the main function of philosophy according to Broad.

Goal

The student will become acquainted with the rules of inductive and deductive logic and their fallacies as well as the 5 steps of problem solving by Dewey. He will be able to analyze successfully and critically the assigned works of Bacon, Pierce, Dewey, Russell and Copi.

Objectives

Each unit has a unit test and follows the same procedure as that of unit 1; one hundred questions, 60% accuracy and within 55 minutes on the following:

1. Identify the rules of logic both deductive and inductive and their fallacies.

2. List Dewey's 5 steps of reflective reasoning.

3. Recognize and identify the important ideas contained in the assigned works of Bacon, Pierce, Dewey, Russell and Copi. The important ideas are those listed in the questions in The Study Guide.

Goal

The student will become familiar with the problems of cosmology, the principles of relativity, evolution and the debate between the mechanists and the vitalists, and the works of the assigned philosophers.

Objectives (See the introduction for Unit 1 objective)

1. Identify the atomic theory and the principle of relativity.

2. Recall the differences between the mechanists and the vitalists and be able to take a stand of your own.

3. Recognize and identify the important ideas contained in the assigned philosophical readings. See Study Guide for important ideas.

Goal

The student will acknowledge that he has arrived at a critical, philosophical ability in thinking. He shows this by demonstrating his facility in explaining being, reality and existence. At the end of this course he is more mature and self confident in his expressions of criticisms and acceptance and rejection of elements found in great systems of thought. He is able to recognize elements of materialism and existentialism in his life and cultural surroundings. He can pick out signs of humanism and naturalism from books and from the communication medium about him.

Objectives (See Unit 1 Introduction to Objectives)

1. Define being, reality, and existence.

2. Recognize the meaning of the great systems of thought.

3. Identify and recognize the important ideas contained in the assigned philosophical readings. See Study Guide for important ideas.